

Curriculum Design Statement:
Intent, implementation, impact
St Mary's C of E Primary School

More than anything we want our children to be happy and thrive in a constantly changing world.

Our curriculum will be taught with consideration of the needs of all our learners and local context.

We follow The Early Years Foundation Stage Curriculum and The National Curriculum. However, we have developed a bespoke curriculum, driven by the aims and values of our school and supported by the Chris Quigley Essential Curriculum, a curriculum which serves the needs of all our children and families.

It includes not only the formal requirements but also an abundance of extra-curricular activities and theme approaches that we carefully plan in order to enrich the children's experiences. We recognise that not all children have the same experiences and as a school we have the unique opportunity to ensure all children have deep and rich cultural experiences. We place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

Intent

The breadth of our curriculum is designed with three goals in mind:

- 1) To give pupils appropriate experiences to develop as confident, responsible citizens;
- 2) To provide a rich 'cultural capital';
- 3) To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Cultural capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

A coherently planned academic curriculum underpinned by our key drivers, our academic curriculum sets out:

- a) a clear list of the breadth of topics that will be covered;
- b) the 'threshold concepts' pupils should understand;
- c) criteria for progression within the threshold. concepts;

d) criteria for depth of understanding.

Key Drivers

As a church school our curriculum is underpinned by our core values of

- Love
- Determination
- Respect
- Honesty
- Courage and
- Compassion

We also aim to provide opportunities for children to create, perform, visit, choose, evaluate, solve problems, take risks, challenge and form strong relationships with the purpose of nurturing compassionate individuals who recognise their responsibility to contribute to a globalised society. We endeavour to instil children to have high aspirations for themselves and to be the best that they can be.

Our curriculum is based on carefully sequenced learning - a progression model where children build upon previous learning. We plan for progress in all subjects and assess pupil progress in core subjects.

a	Curriculum breadth for years 1 and 2			Curriculum breadth for years 3 and 4			Curriculum breadth for years 5 and 6		
b	Threshold Concepts								
c	Milestone 1			Milestone 2			Milestone 3		
d	B	A	D	B	A	D	B	A	D
	Year 1	Year 2	Year 2	Year 3	Year 4	Year 4	Year 5	Year 6	Year 6
	basic	advancing	depth	basic	advancing	depth	basic	advancing	depth

The diagram above shows the model of the curriculum structure at St Mary’s C of E Primary School. The structure also supports mixed age teaching and our assessment policy.

- a) The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils’ growing cultural capital.

- b) Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- c) Milestones define the standards for the threshold concepts.
- d) Depth: we expect pupils in year 1 of the milestone to develop a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in Year 2 of the milestone.

Phase one (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions:

'How well are pupils coping with curriculum content? And 'How well are they retaining previously taught content?'

Implementation

The Curriculum design at St Mary's is based on evidence from cognitive science; three main principles underpin it,

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short term and that sustained mastery takes time.

Each topic begins with an opportunity for an assessment of prior knowledge and skills linked to the main subject driver. For example, if history was taught in Autumn term, and at the beginning of Summer 1, the children will engage in retrieval tasks on all prior learning of the history they have covered. This will be conducted through 'low stakes' activities designed to allow the teacher to assess how well the learners are coping with curriculum content and how well they are retaining previously taught content.

Some of our content is subject specific, whilst other content is combined in a cross curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in some cases provides retrieval practice for previously learned content.

Impact

The impact of the Curriculum is judged at the end of each milestone. The goal is for the majority of pupils to have sustained mastery of the content. We aim that the children remember and are fluent in the content. We aim for those that can to have a greater depth of understanding. We monitor carefully to ensure pupils are on track to reach the expectations of the curriculum. We keep what we see works for our children through evidence and we reflect adapt and change that which appears not to be working. We review in depth at the end of each Milestone in Year 2, 4 and 6.

Teachers are continually assessing children's learning against the milestone indicators. Time for retrieval tasks is built in to enable teachers to assess how well the children have retained information at a distance from previous learning. They provide timely feedback to the children to check on understanding and ensure progress is made.

Staff are supported with assessments through moderation and a team approach to ensure consistency.

To further enhance the curriculum, we sometimes have whole school topics throughout the year that allow for further in-depth development of knowledge, concepts and understanding across all subjects and link to community and current affairs.

Early Years Foundation Stage

The curriculum that we teach in Nursery & Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Learning, Developmental Matters and Early Learning Goals expectations.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Reception

class builds on the experiences of the children in Nursery and progress within the phase is carefully planned for and tracked.

The practitioners assess the skills development of each child and record this in the Learning Journey books and on the school tracking system. This assessment forms an important part of the future curriculum planning for each child.

We are proud of the strong relationship we have with parents and use this positively to ensure that children have a joint support approach to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing and engaging them in their child's learning journey.

Implementation Review

As part of our curriculum design we are using evidence from cognitive science and three main principles that underpin our proposed approach:

1. Learning is most effective with spaced repetition
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to this, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Inclusion

Through Quality First Teaching, the curriculum in our school is designed to be accessed by all children. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the new SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We endeavour to provide additional resources and support (where appropriate) for children with special needs.